**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade:** 2 | | | **Date(s)**: Day 1 |
| **Unit Title: Inventory investigation** | | | | **Corresponding Unit Task: Task 4** | | |
| **Essential Question(s): How do I compose numbers up to 1,000?** | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  **Base-10 riddles** | | **Student:**  **Base-10 blocks** | | | **Skip count**  **Place value**  **Ones**  **Tens**  **Hundreds**  **Counting on** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards: 2.NBT.1, 2.NBT.2, 2.NBT.3 and 2.NBT.4** | | | | | |
| **I Can Statement(s):** I can compose numbers up to 1,000 using base-10 blocks. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  Tell students about riddles and how riddles are fun puzzles that are a good way to practice using your brain and clues you are given to solve problems. Explain to students that riddles are like mysteries and tell that that they are going to be detectives that have to find the missing mystery number in the riddles. | | | | | |
| **Teacher Directed:** Demonstrate and model to the class how to tackle 3 or 4 riddles in the front of the room so that students can see the correct way for thinking and actually completing the steps to solving for the mystery number. Say things like, “if I have 23 ones and 4 tens, how much is 23 ones? 23? Ok. How much is 4 tens? 40? Ok, then we have 23 and 40 and we need to combine them to find out mystery number.” Show manipulative blocks on the board or on the overhead so that students have a visual aid to go along with your verbal modeling. | | | | | |
| **Guided Practice:** Have two or three kids come up to the front of the room to answer the next couple of riddles out loud for the rest of the class to see and talk about. Make sure that the students are talking through the riddles as they move the manipulative blocks and show the class what their thinking process is as they work through it. | | | | | |
| **Independent Practice:** Give the kids a copy of the Base Ten Riddles sheet without the problems we have already completed in teacher directed and guided practice. Have them work through the riddles on their own with base 10 blocks to use as visual aids to help them, and encourage them to write or draw out any strategy they need on a piece of paper if necessary. | | | | | |
| **Closing/Summarizing Strategy:** Ticket out the door – Have the kids use a scrap of paper to turn in a ticket out the door at the end of the day and tell the kids to write a note saying if they felt confident working through the riddles. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| Tell the kids to write 10 of their own riddles to share and work through with each other. | | | If someone is struggling with the riddles, break them down into step by step processes and have the kid show you how they are working through representing the ones. Ok, then show me how you are representing the tens. This way you can find where the problems are happening. | | | Introduce the essential vocabulary and tell the kids that these are the words we are going to be working with for this task. Go over all the words and what they mean. |
| **Assessment(s):**  Look over the student work with the Base Ten Riddles to see how well the students did on the riddles. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |